

Little Stick



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An idea from:

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Age: 4-5 years

Keywords: #storytelling #nature #art #photography #animatedmovies

Key question: *Can the use of the digital and its declination in various expressive modalities develop competences in the reading and translating of real and fantastic worlds?*

General objectives:

- Learning through motivational involvement
- Development of emotional competences
- Development of confrontation skills (listening and exposition), problem solving, constructive self-criticism
- Development of communication skills in one's own and other languages
- Approach to ICT and knowledge of the application potential in reading and translating real and fantastic worlds

Time: 6 activities of approximately 50 min to 2 h each for a total of 6 - 10 h.

Materials

| At school | At Home |
|---|--|
| <ul style="list-style-type: none"> ● IPAD, Tablet, Smartphone ● Video/camera ● USB stick ● Connection cables ● coloured cards, colours (markers, pencils...), scissors, glue ● natural material ● Recycled material ● Book: 'Stick Man' by J. Donaldson and A. Scheffler. (available in Italian, English, German, French, Portuguese and Spanish) | <ul style="list-style-type: none"> ● coloured cards, colours (markers, pencils...), scissors, glue ● Recycled material ● Natural material ● smartphone/tablet/digital camera |

Software/ Apps:

| | | |
|--|--|--|
| <p>Stop Motion Studio</p> <p>Objective: Realisation of small animations</p> <p>Media: smartphone; tablet; ipad</p> <p>Link: IOS and Android</p> <p>Alternatives PicPac, Google Photos</p> | <p>Open Office Draw</p> <p>Objective: Digital drawing</p> <p>Media: Computer, graphics tablet</p> <p>Link: https://www.openoffice.org/product/draw.html</p> <p>Alternatives Inkscape</p> | <p>iMovie</p> <p>Objective: Audio/video editing</p> <p>Media: Computer; smartphone; tablet</p> <p>Link: https://www.apple.com/it/imovie/</p> <p>Alternatives VN, CapCut, InShot, windows photos tool</p> |
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Short Presentation

The children are initially accompanied in the exploration of a natural environment where they collect a wooden stick. Each stick is transformed by the children into the character *Little Stick* that, from then on, will follow the children on family excursions and help them find polluted places. Each time the children find a polluted place, they take a picture of their Little Stick in that place and the picture is sent to the educators.. Afterwards the children will tell and describe what they and Little Stick didn't like of the dirty world they found. Children invent and create small stories, short films, plays inspired by their experiences and reflections.

Step by Step

Step 1

At
school

Children go on an excursion in a natural environment, where educators will read the book 'Stick Man' by J. Donaldson and A. Scheffler. (available in Italian, English, German, French, Portuguese and Spanish). Following the reading, the children choose and collect a stick to take home. Educators send a photo with a small task for the families: *"Hi! I'm Little Stick. Take me home and transform me to someone special together with your family, following your creativity. Give me 2 eyes, something nice to dress and together we will go for a walk to discover if there is a world out there that needs to be cleaned."*



For distance learning

In a call on Google Meet (or in a video message) the educators read the book "Stick Man" and invite the children to collect a stick the first time they go out with the family. The parents notify the educators when the stick has been collected and the educators answer with a photo with the

small task described above for the families.

Step 2

At
home

The families, after reading the educators' message, help the children transform their stick into a character, decorating it with eyes, ribbons, pieces of fabric, whatever they want to use. The stick will accompany the children on all family excursions on the individuation of polluted places. Every time they find pollution they make a photo of it and send it to the educators.



Step 3

At
school

After wandering and exploring the various environments (park, streets, squares, neighborhoods and cities) *Little Stick* returns to the woods to find Nature (a natural space near the school). An 'Ancient Wood Circle' is created, around which the children tell each other and describe what they and *Little Stick* didn't like about the dirty world they found.



Subsequently the educators ask children to choose some special places where to photograph their *Little Stick* independently.



For distance learning

Families are invited to go again for a walk but this time to look for nice places in nature where to photograph Little Stick.

Step 4

*At
home*

The photos of each child are shared with the respective families that are requested to use them to invent a very short story, also by adding other elements, images, and various spots at home. Photos are taken and then shared with the educators.

Step 5

At
school

The photos taken with the Little Sticks in nature are projected and used for inventing a common story to be then represented in a little Theatre or a short animation film. The class is divided in groups depending on the kind of work they want to realise (animation or theatre)
First the background of the stories is created. Here an original idea (click on the image):



Then the children draw the main scenes from the story (silent image) and together with the educators identify the tasks to be carried out: work on the theatre set, on the marionettes, on the audio etc.

In case of DAD

Educators invite families to create various backgrounds using different materials and techniques: frottage, collage, drawing etc., to make a photo, to share it and bring the originals for the next time in presence.

Step 6

At
home

The family helps children in the realisation of a particular piece of work assigned to them by the educators (the background for a scene in the story or one of the characters), to continue the work at home. What is produced is then taken to school.

Step 7

At
school

The children are first introduced to the applications needed for the development of the stories: iMovie for short films and theatre pieces, Stop Motion Studio for stop motion animation and start the production. Please note: this step may need several sessions of work. It is important to give children the necessary time to get acquainted with the apps, to learn the techniques and not to rush for the final product.

Here an example of the documentation made of a short theatre piece that children made at school: [*Little Sticks Theatre*](#).

In case of DAD

educators prepare a list of applications to be used to make the stories and send a video tutorial for families with different applications that can be downloaded and played with for the execution of the task, such as: FlipaClip-Animaker - Movavivideo suite-Canva-Andar per boschi-Istopmotion-Stop Motion Studio.

The child with the help of the parents uses the material created the previous time to record (or photograph) and edit the story. The videos produced are shared with the educators.

Conclusion

| Presence | Virtual |
|--|--|
| <p>Parents may be invited to attend the screening of the videos at a dedicated event or end-of-year party.</p> | <p>The videos made by the children are linked to QR codes to be sent to parents, shared on the school's website or social media.</p> |

